



CURRICULUM

ENGLISH PROGRAM (EP) LOWER SECONDARY EDUCATION

.....

2025

Kasetsart University Laboratory School
Kamphaeng Saen Campus Educational
Research and Development Center



Telephone: 034-351396



www.kus.kps.ku.ac.th

PREFACE

The Kasetsart University Laboratory School Kamphaeng Saen Campus Educational Research and Development Center English Program Curriculum is designed to provide students with the opportunity to engage in intensive learning courses, where English is used as the medium of instruction across various subjects, including English, Science, Math, Social Studies, Physical Education, and Health Education. It also includes an Integrated Languages, Science, and Mathematics Project-Based Learning Program. This curriculum is based on the 2008 Basic Core Curriculum, which aims to enhance the overall development of all learners, who are vital to the country's future, ensuring a balanced growth in physical strength, knowledge, and morale.

This program aims to strengthen students' learning skills in various areas, including language skills for communication, academic knowledge, and the ability to think analytically, critically, and constructively. It follows the English Program Learning Management procedures for the Lower Secondary Education Level (Mathayom Suksa 1-3), which has been carefully designed by expert professors. The program is specifically crafted to achieve not only the school's vision and mission but also the objectives of Thailand's Basic Education Core Curriculum.

The English Program Department encourages students who wish to enhance their English communication skills to enroll in this program, where their speaking abilities will be fully developed, equipping them to use these skills effectively and competitively on a global scale.

English Program Staff

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Vision Mission Goals: Basic Education Core Curriculum

Vision

The Basic Education Core Curriculum is aimed at enhancing capacity of all learners, who constitute the major force of the country, so as to attain a balanced development in all respects - physical strength, knowledge and morality. They will fully realize their commitment and responsibilities as Thai citizens and members of the world community. Adhering to a democratic form of government under a constitutional monarchy, they will be endowed with basic knowledge and essential skills and favorable attitude towards further education, livelihood and lifelong learning. The learner-centered approach is therefore strongly advocated, based on the conviction that all are capable of learning and developing themselves to their highest potentiality.

Principles

Notable principles underlying the Basic Education Core Curriculum are as follow.

1. The ultimate aim is the attainment of national unity; learning standards and goals are therefore set with a view of enabling the children and youths to acquire knowledge, skills, attitude and morality to serve as a foundation for Thai-ness and universal values.
2. The curriculum facilitates education for all, who have equal access to high education quality.
3. The curriculum facilitates decentralization of authority by allowing society to participate in educational provision, which suits prevailing situations and serves local needs.
4. Structure of the curriculum enjoys flexibility regarding learning contents, time allotment and learning management.
5. The learner-centered approach is strongly advocated.
6. The curriculum is intended for education of all types - formal, non-formal and informal, covering all target groups and facilitating transfer of learning outcomes and experiences.

Goals

The Basic Education Core Curriculum is aimed at the full development of learners in all respects - morality, wisdom, happiness, and potentiality for further education and livelihood. The following goals have consequently been set for achievement upon completing basic education:

1. Morality, ethics, desired values, self-esteem, self-discipline, observance of Buddhist teachings or those of one's faith, and applying principles of Sufficiency Economy Philosophy;
2. Knowledge and skills for communication, thinking, problem-solving, technological know-how, and life skills;
3. Good physical and mental health, hygiene, and preference for physical exercise;
4. Patriotism, awareness of responsibilities and commitment as Thai citizens and members of the world community, and adherence to a democratic way of life and form of government under a constitutional monarchy.
5. Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public-mindedness with dedication to public service for peaceful and harmonious coexistence.

Vision, Mission and Goals of the School

Vision

The Kasetsart University Laboratory School, Kamphaeng Saen Campus, Educational Research and Development Center, aims to be a leading educational institution of international standards, fostering a community of Research and Innovation, and developing civilized leaders.

Mission

1. Develop students at the basic education level to acquire knowledge in science, mathematics, technology, and language skills for effective communication.
2. Develop curricula and learning management strategies that emphasize critical thinking, the use of technology, and the integration of wisdom within the university.

3. Develop children in all four areas to ensure development that is appropriate for their age.
4. Develop each student to become a well-rounded individual with the potential to improve themselves, their family, community, nation, and the global society, and to grow into a good leader and responsible global citizen.
5. Develop educational research and innovations.
6. Develop teacher practicum training centers to ensure they meet professional standards.
7. Preserve and promote the nation's arts and culture.
8. Develop faculty and staff to build a collaborative educational community and uphold professional standards.
9. Manage the organization and resources efficiently.

Goal

1. The curriculum meets international standards, and the learning management has been developed to achieve excellence.
2. Students possess strong knowledge and essential skills to live successfully and thrive in a creative economy.
3. Basic education students develop knowledge and skills in science, mathematics, technology, and language for effective communication.
4. Develop children in all four domains to achieve development that is appropriate for their age.
5. Students have good well-being and aesthetic values, enabling them to live happily and harmoniously in society.
6. Faculty, staff, and students possess ethics, morals, and desirable values.
7. Faculty and educational staff are capable of conducting high-quality educational research.
8. Create new knowledge through research and educational innovations that contribute to the benefit of society.
9. Be a center for learning and academic services in the community that brings benefits to society.
10. Be a center for teacher practicum training that upholds high standards.
11. Practicum Students are high-quality teachers with professional ethics and a passion for the teaching profession.
12. Preserve and promote the nation's arts, culture, and unique identity.

13. Faculty and staff possess the knowledge and skills that meet professional teacher standards.
14. Establish and expand academic and educational collaborations with institutions both locally and internationally.
15. There is proactive and effective organizational management based on the principles of good governance, capable of adapting to changing circumstances.
16. There is effective management in developing personnel.
17. There is effective management of the budget, revenue generation, and resource mobilization for education.
18. Manage buildings, facilities, and the environment to ensure they function as high-quality learning resources.

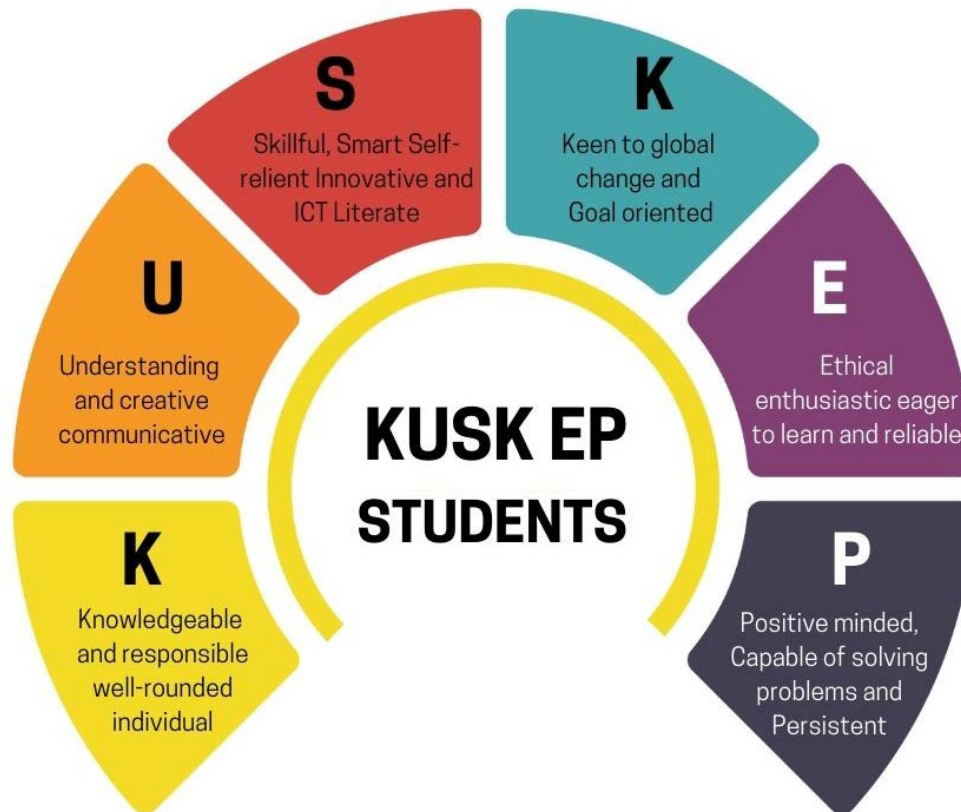
Desired Characteristics

1. Having the academic knowledge, the ability to analytical, synthetic, critical and constructive thinking and as a person in learning society.
2. Having the language skills for communication and using the technology for education.
3. Having the leadership personality, knowing their own, self – reliance and working with others.
4. Having morality, ethics and desirable values.
5. Having aesthetics and habitual characteristics in arts, music and sports.
6. Having hygiene, good physical and mental health.
7. Having a democracy, think of common interest and conserve Thai wisdom, arts and Thai culture, natural resources and environment.

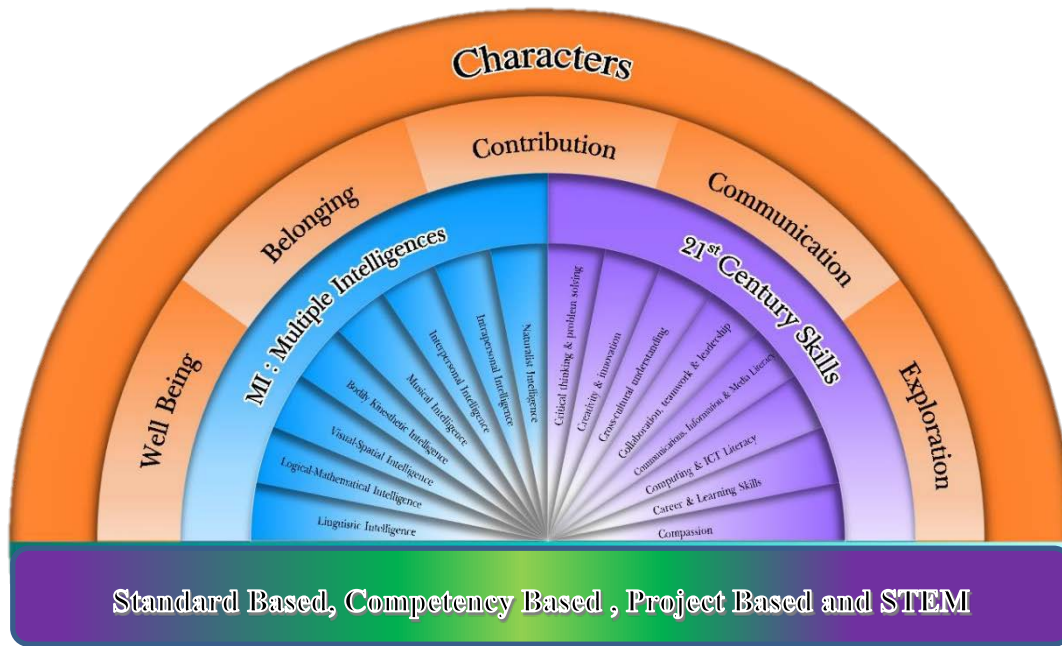
Curriculum Management: Lower Secondary Education Level

1. Manage the learning areas of basic course to cover basic education core curriculum B.E. 2551 of Ministry of Education.
2. Manage the additional course which emphasize science and mathematics to learners having good basic knowledge for further education.
3. Aim at promoting learners to develop English application skills for communication with an emphasis on learners to study the second foreign language as the additional subject by choosing 1 language besides studying English.
4. Manage the variety elective subjects to be the alternative of learners according to their potential, aptitudes and interests; correlate with further education in vocational field and upper secondary level.

KUSK EP Student's Identity Image.



Curriculum Conceptual Framework For Lower Secondary Education (KUSK English Program)



The KUSK EP Curriculum

1. Introduction

The Kasetsart University Laboratory School, Kamphaeng Saen Campus, Educational Research and Development Center English Program (KUSK EP) was developed and implemented, with the blessings and close supervision of the school administrators, as well as the extensive research and collaborative efforts of the KUSK EP curriculum development committee, led by the chairman and members of the curriculum development committee.

The KUSK EP Curriculum follows the learning standards and indicators (Revised B.E. 2560) from the School Curriculum, along with the core curriculum of Basic Education (B.E. 2560), which serves as the framework for the development of the KUSK EP Curriculum. This includes the determination of the school's vision, key student competencies, and desirable characteristics. Emphasizing the school's philosophy, the curriculum aims to develop students who are well-behaved, knowledgeable, and equipped with essential skills to thrive in a rapidly changing society. It also focuses on lifelong learning and continuous self-development, with a particular emphasis on enhancing English language proficiency for future studies at leading universities both in Thailand and internationally.

More over the KUSK EP Curriculum includes both core and elective subjects, covering 8 subject areas, as well as additional subjects tailored to students' potential, aptitude, and interests. This approach enables students to develop to their full potential while aligning with the institution's educational focus and the national education curriculum.

Most importantly the KUSK EP Curriculum at Kasetsart University Laboratory School, Kamphaeng Saen Campus, Educational Research and Development Center, aims to provide a unique education tailored to students at all levels, catering to their distinct abilities. The curriculum is designed to create opportunities for KUSK EP students to develop knowledge, apply critical thinking, enhance communication skills, and improve problem-solving abilities. Additionally, it focuses on life skills, the effective use of quality technology, and fostering a positive attitude towards nature and the world. The curriculum also emphasizes moral integrity, ethics, and the

cultivation of strong values.

2. Vision, Mission and Philosophy of the KUSK EP Curriculum

KUSK EP Curriculum Vision

To be the leading academic and language institution that cultivates learners as critical thinkers, creative communicators, and cutting-edge innovators in science; fosters an appreciation for aesthetics; and develops leaders who embody both skill and kindness, establishing ourselves as a center of excellence on a global scale.

KUSK EP Curriculum Mission

Our mission is to mold every KUSK EP learner to become an analytic-critical thinker, an innovator, a work value, moral and research-oriented citizen.

KUSK IEP Curriculum Philosophy

Empowering students with confidence to succeed equipped with competitive skills, wisdom, responsibility, pride and honor.

3. Key competencies of KUSK EP Learners

Kasetsart University Laboratory School Kamphaeng Saen Campus Educational Research and Development Center English Program (KUSK EP) aims to develop English Program students to achieve 5 important competencies as follows:

1. Communication ability refers to the skill of both receiving and sending messages. It involves the use of language to express ideas, share knowledge, and convey personal feelings and perspectives. Communication is an exchange of information and experiences that contributes to both personal and societal development. This includes negotiation skills for resolving and reducing conflicts. Effective communication also involves making informed decisions about which information to receive or reject, ensuring accuracy, and selecting appropriate communication methods while considering their impact on oneself and society.

2. Thinking ability refers to the capacity for critical thinking, synthetic thinking, and creative thinking. It involves the ability to think critically and systematically in order to generate knowledge or information that leads to well-informed decisions about oneself and society.

3. Problem-solving ability refers to the skill of addressing challenges and obstacles effectively and appropriately, based on moral reasoning and relevant information. It involves understanding the relationships and changes within societal events, seeking knowledge, and applying that knowledge to prevent and resolve problems. Additionally, it entails making effective decisions while considering the impact on oneself, society, and the environment.

4. The ability to use life skills refers to the capacity to apply various processes in daily life, including self-learning, continuous learning, and effective participation in society. It involves building positive relationships with others, managing problems and conflicts appropriately, adapting to social and environmental changes, and avoiding behaviors that negatively affect oneself and others.

5. The ability to use technology refers to the skill of selecting and using various technologies effectively, along with possessing technological process skills for personal and social development. This includes applying technology in areas such as learning, communication, work, and creative problem-solving, with accuracy, appropriateness, and virtue.

4. Desirable Characteristics

The KUSK EP Curriculum focuses on students' development to have desirable characteristics are shared values that are important for learners. They represent the qualities society seeks in terms of morality, ethics, values, and awareness, enabling individuals to live harmoniously both as Thai citizens and global citizens. These characteristics include:

1. Love for the Nation, Religion, and King

"This characteristic reflects being a good citizen, with a correct attitude toward the country. It involves living in accordance with the principles of Buddhism or one's chosen religion, respecting the monarchy, and adhering to the way of life and governance under the democratic system with the King as the head of state."

2. Value of Honesty

Honesty is a characteristic that reflects adherence to truth and integrity, demonstrating truthful behavior toward oneself and others in body, speech, and mind. It involves following the principles of truth and righteousness in life, while also feeling shame and fear of wrongdoing.

3. Self-discipline is a characteristic that demonstrates adherence to agreements, rules, and regulations—whether personal, familial, school-related, or societal—practiced consistently and without infringing on the rights of others.

4. Eagerness to learn

Being eager to learn is a characteristic that reflects a willingness to seek additional knowledge, work diligently on assigned tasks, show genuine interest in learning, and ask questions when in doubt.

5. Living Sufficiently

"Living Sufficiently is a characteristic that reflects a balanced life, guided by reason, caution, and strong moral principles. It involves living harmoniously with others, taking responsibility without causing harm, valuing resources, planning to mitigate risks, and adapting to change. Additionally, it encompasses building personal resilience and the ability to adjust, leading to a fulfilling and happy life in society.

6. Commitment to work

Commitment to work is a characteristic that demonstrates diligence, patience in completing tasks, attention to detail, and the ability to improve one's work. It also involves teamwork, following work procedures, behaving in ways that benefit the community, and taking pride in one's abilities.

7. Love of Thainess

Love of Thainess is a characteristic that reflects knowledge and appreciation of Thai wisdom, arts, and culture. It involves valuing and preserving local traditions, supporting Thai arts, and giving importance to the public good, while continuing to pass on these cultural treasures.

8. Public-mindedness

Public mindedness is a characteristic that reflects active participation in activities or situations that benefit others, the community, and society, done with willingness and enthusiasm, without expecting anything in return.

9. Appreciation for aesthetics Aesthetics is a characteristic that reflects a love for and interest in art, music, and sports. It involves regular participation in artistic, musical, and sporting activities, achieving success in these areas, being able to critique art and music, and demonstrating good sportsmanship.

10. Having good habits, along with physical and mental health, are characteristics that reflect how one avoids harmful behaviors, such as drug use."

5. Curriculum objectives

The KUSK EP Curriculum is designed to cultivate desirable qualities in students, empowering them to live harmoniously with others in society, both as Thai citizens and global citizens. The curriculum focuses on the following:

1. Equip students with knowledge, critical thinking skills, and specialized expertise in mathematics, science, technology, and innovation.
2. Enable students to develop the ability to identify, apply, and seek the knowledge needed to solve real-life problems.
3. Establish a strong foundational knowledge in students across various range of academic disciplines, including mathematics, science, technology, social studies, religion, language, art, and health. Ensure that every student develops a well-rounded understanding, tailored to their unique potential, aptitude, and interests

4. Encourage and support the advancement of English language proficiency and information technology skills.
5. Empower students to integrate language skills and cross-cultural understanding with mathematics, science, technology, innovation, and the arts, enabling them to create meaningful work and confidently apply their skills in real-world situations, both inside and outside the classroom.
6. Enhance and Cultivate student's desirable qualities, including moral and ethical values, a compassionate mindset focused on helping others, and a strong sense of public responsibility.

6. The focus of the curriculum

The Kasetsart University Laboratory School Kamphaeng Saen Campus Educational Research and Development Center English Program (KUSK EP) curriculum focuses on the following areas.

1. Focuses on the development of students' knowledge, process skills, mathematical ability, and proficiency in science, technology, innovation, and languages.
2. Focuses on organizing the subject matter in the basic course to align with the Basic Education Core Curriculum 2008 (revised edition 2017) of the Ministry of Education.
3. Focuses on arranging additional subject matter and learning activities according to each student's potential, aptitude, and interests.
4. Focuses on providing KUSK EP students with high-quality learning experiences based on a comprehensive and balanced curriculum.
5. Focuses on organizing a variety of student development activities both inside and outside the school to cultivate desirable characteristics in line with the curriculum's objectives and goals. Students must participate in these development activities and meet the minimum required criteria to be considered for graduation according to the curriculum.
6. Focuses on empowering and encouraging KUSK EP students to feel confident in learning and using the English language in the pursuit of a wide range of knowledge.

7. Focuses on providing high-quality English language training to help KUSK EP students acquire the skills needed to achieve their goals and encourage the consistent use of English both inside and outside the classroom.
8. Focuses on integrating knowledge of language and cross-cultural understanding to effectively address diverse real-life situations.
9. Focuses on providing the KUSK EP students with a platform to develop knowledge, process skills, and specialized abilities in mathematics, science, technology, and innovation.

Student Development Goals

IEP students will be encouraged and nurtured to develop their talents and cultivate desirable characteristics as follows:

1. Recognize your own value by practicing self-discipline, adhering to the principles of Buddhism or any religion you respect, and developing morality, ethics, a good personality, and leadership skills.
2. Knowledge and understanding of the basic principles of mathematics and science, in accordance with international standards, at an equivalent level..
3. Be creative and embody the spirit of a researcher, inventor, and innovator, while excelling as a mathematician and contributing to the development of science and technology in line with international standards.
4. Have a passion for learning, reading, writing, and conducting research systematically. Be knowledgeable and able to integrate diverse knowledge
5. Possess knowledge and skills to use foreign languages and information technology effectively
6. Have a strong sense of pride and dignity as a Thai, with an understanding and appreciation of the nation's history. Take pride in the country, community, and locality. Be a good citizen who respects and upholds the democratic system of government with the King as the Head of State.

7. Be conscious of preserving the Thai language, arts, culture, traditions, and wisdom, as well as safeguarding natural resources and the environment, despite cultural diversities. Maintain a positive attitude towards people worldwide and toward nature.
8. Have a mindset focused on benefiting society and creating positive contributions. Take on social responsibility, seeking to continuously give back to the country according to one's abilities.
9. Be in good health, enjoy exercise, and know how to take care of both your physical and mental well-being.

**Learning Structure for Lower Secondary Education Level
(Mathayom Suksa 1 - 3)
Grade 7 - Grade 9**

Subject Areas/Activities	Credits						Total
	G. 7		G. 8		G. 9		
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
Subject Areas							
Thai	1.5	1.5	1.5	1.5	1.5	1.5	9.0
Mathematics	1.5	1.5	1.5	1.5	1.5	1.5	9.0
Science and Technology	2.0	2.0	2.0	2.0	2.0	2.0	12.0
Social Studies, Religion and Culture	2.0	2.0	2.0	2.0	2.0	2.0	12.0
Health and Physical Education	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Arts	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Occupations	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Foreign Languages	1.5	1.5	1.5	1.5	1.5	1.5	9.0
Total (Basic)	11.5	11.5	11.5	11.5	11.5	11.5	69.0
Additional subjects/Activities	5.0	5.0	5.0	5.0	5.0	5.0	30.0
Learner Development Activities	(4)	(4)	(4)	(4)	(4)	(4)	-
Total (Credits)	16.5	16.5	16.5	16.5	16.5	16.5	99.0
Total (Period/week)	(37)	(37)	(37)	(37)	(37)	(37)	-

Semester 1							Semester 2						
Course Code	Basic Course	2 nd Languages	Subjects taught in English	Subjects taught in Thai	Credit	Periods /week	Course Code	Basic Course	2 nd Languages	Subjects taught in English	Subjects taught in Thai	Credit	Periods /week
TH21101	Thai 1			3	1.5	3	TH21102	Thai 2			3	1.5	3
MA21101	Mathematics 1		3		1.5	3	MA21102	Mathematics 2		3		1.5	3
ST21101	Science 1		3		1.5	3	ST21102	Science 2		3		1.5	3
ST21103	Technology and Computational Science 1			1	0.5	1	ST21104	Technology and Computational Science 2			1	0.5	1
SO21101	Social Studies 1			3	1.5	3	SO21102	Social Studies 2			3	1.5	3
SO21103	History 1			1	0.5	1	SO21104	History 2			1	0.5	1
HP21101	Health Education 1		1		0.5	1	HP21102	Health Education 2		1		0.5	1
HP21103	Physical Education 1		1		0.5	1	HP21104	Physical Education 2		1		0.5	1
AR21101	Arts 1			2	1.0	2	AR21102	Arts 2			2	1.0	2
OC21101	Occupations 1			2	1.0	2	OC21102	Occupations 2			2	1.0	2
EN21101	English 1		3		1.5	3	EN21102	English 2		3		1.5	3
Additional Course													
MA21201	Applied Mathematics 1		2		1.0	2	MA21202	Applied Mathematics 2		2		1.0	2
ST21201	Science in Daily Life		2		1.0	2	ST21202	Environmental Science		2		1.0	2
ST21203	Project 1 (Integrated Sci. Math)		2		1.0	2	ST21204	Project 2 (Integrated Sci. Math)		2		1.0	2
CH21201	Chinese 1	1			0.5	1	CH21202	Chinese 2	1			0.5	1
EN21203	Intensive English 1		2		1.0	2	EN21204	Intensive English 2		2		1.0	2
EN21205	Comprehensive English Skills 1		1		0.5	1	EN21206	Comprehensive English Skills 2		1		0.5	1
Learner Development Activities							Learner Development Activities						
Counseling Activities				1		1	Counseling Activities				1		1
Student Activities							Student Activities						
- Boy Scout				1		1	- Boy Scout				1		1
- Clubs				2		2	- Clubs				2		2
Activities for Social and Public Interest							Activities for Social and Public Interest						
Grand Total		1	20	16	16.5 Units	37 Periods	Grand Total		1	20	16	16.5 Units	37 Periods

Learning Structure for Grade 8

Semester 1							Semester 2						
Course Code	Basic Course	2 nd Languages	Subjects taught in English	Subjects taught in Thai	Credit	Periods /week	Code	Basic Course		Subjects taught in English	Subjects taught in Thai	Credit	Periods /week
TH22101	Thai 3			3	1.5	3	TH22102	Thai 4			3	1.5	3
MA22101	Mathematics 3		3		1.5	3	MA22102	Mathematics 4		3		1.5	3
ST22101	Science 3		3		1.5	3	ST22102	Science 4		3		1.5	3
ST22103	Technology and Computational Science 3			1	0.5	1	ST22104	Technology and Computational Science 4			1	0.5	1
SO22101	Social Studies 3			3	1.5	3	SO22102	Social Studies 4			3	1.5	3
SO22103	History 3			1	0.5	1	SO22104	History 4			1	0.5	1
HP22101	Health Education 3		1		0.5	1	HP22102	Health Education 4		1		0.5	1
HP22103	Physical Education 3		1		0.5	1	HP22104	Physical Education 4		1		0.5	1
AR22101	Arts 3			2	1.0	2	AR22102	Arts 4			2	1.0	2
OC22101	Occupations 3			2	1.0	2	OC22102	Occupations 4			2	1.0	2
EN22101	English 3		3		1.5	3	EN22102	English 4		3		1.5	3
Additional Course							Additional Course						
MA22201	Applied Mathematics 3		2		1.0	2	MA22202	Applied Mathematics 4		2		1.0	2
ST22201	Food Science		2		1.0	2	ST22202	Science and Agricultural Technology		2		1.0	2
ST22203	Project 3 (Integrated Sci. Math)		2		1.0	2	ST22204	Project 4 (Integrated Sci. Math)		2		1.0	2
JA22201	Japanese 1	1			0.5	1	JA22202	Japanese 2	1			0.5	1
EN22203	Intensive English 3		2		1.0	2	EN22204	Intensive English 4		2		1.0	2
EN22205	Comprehensive English Skills 3		1		0.5	1	EN22206	Comprehensive English Skills 4		1		0.5	1
Learner Development Activities							Learner Development Activities						
Counseling Activities				1		1	Counseling Activities				1		1
Student Activities							Student Activities						
- Boy Scout				1		1	- Boy Scout				1		1
- Clubs				2		2	- Clubs				2		2
Activities for Social and Public Interest							Activities for Social and Public Interest						
Grand Total		1	20	16	16.5 Units	37 Periods	Grand Total		1	20	16	16.5 Units	37 Periods

Learning Structure for Grade 9

Semester 1							Semester 2						
Course Code	Basic Course	2 nd Languages	Subjects taught in English	Subjects taught in Thai	Credit	Periods /week	Course Code	Basic Course	2 nd Languages	Subjects taught in English	Subjects taught in Thai	Credit	Periods /week
TH23101	Thai 5			3	1.5	3	TH23102	Thai 6			3	1.5	3
MA23101	Mathematics 5		3		1.5	3	MA23102	Mathematics 6		3		1.5	3
ST23101	Science 5		3		1.5	3	ST23102	Science 6		3		1.5	3
ST23103	Technology and Computational Science 5			1	0.5	1	ST23104	Technology and Computational Science 6			1	0.5	1
SO23101	Social Studies 5			3	1.5	3	SO23102	Social Studies 6			3	1.5	3
SO23103	History 5			1	0.5	1	SO23104	History 6			1	0.5	1
HP23101	Health Education 5		1		0.5	1	HP23102	Health Education 6		1		0.5	1
HP23103	Physical Education 5		1		0.5	1	HP23104	Physical Education 6		1		0.5	1
AR23101	Arts 5			2	1.0	2	AR23102	Arts 6			2	1.0	2
OC23101	Occupations 5			2	1.0	2	OC23102	Occupations 6			2	1.0	2
EN23101	English 5		3		1.5	3	EN23102	English 6		3		1.5	3
Additional Course							Additional Course						
MA23201	Applied Mathematics 5		2		1.0	2	MA23202	Applied Mathematics 6		2		1.0	2
ST23201	Science and Agricultural Innovation		2		1.0	2	ST23202	Electricity and Mechanical Production		2		1.0	2
ST23203	Project 5 (Integrated Sci. Math)		2		1.0	2	ST23204	Project 6 (Integrated Sci. Math)		2		1.0	2
FR23201	French 1	1			0.5	1	FR23202	French 2	1			0.5	1
EN23203	Intensive English 5		2		1.0	2	EN23204	Intensive English 6		2		1.0	2
EN23205	Comprehensive English Skills 5		1		0.5	1	EN23206	Comprehensive English Skills 6		1		0.5	1
Learner Development Activities							Learner Development Activities						
Counseling Activities				1		1	Counseling Activities				1		1
Student Activities							Student Activities						
- Boy Scout				1		1	- Boy Scout				1		1
- Clubs				2		2	- Clubs				2		2
Activities for Social and Public Interest							Activities for Social and Public Interest						
Grand Total		1	20	16	16.5 Units	37 Periods	Grand Total		1	20	16	16.5 Units	37 Periods

Additional Subjects (Elective Courses)

Additional Subjects (Elective Courses)
Mathayom Suksa 1 – 3

Subject Areas	Class Level	Code	Course	Credit
Science - Mathematics	M.1	Science		
		ST 21210	Using Science Equipment	1.5
		ST 21211	Science for Life	1.5
		ST 21212	Thinking with Science	1.5
		Mathematics		
		MA 21210	Mathematics and Art	1.5
	MA 21211	Pattern Creation	1.5	
	M.2	Science		
		ST 22210	Model Scientist	1.5
		ST 22211	Scientific Toys	1.5
		ST 22212	Introduction to Nanotechnology	1.5
		Mathematics		
		MA 22210	Mathematics Skills	1.5
	MA 22211	Mathematics in Daily Life	1.5	
	M.3	Science		
		ST 23210	Projectile Motion	1.5
		ST 23211	Solar Cell Energy	1.5
		ST 23212	Mechanical Tools	1.5
		Mathematics		
		MA 23210	Mathematical Proof	1.5
	MA 23211	Geometric Analysis	1.5	

Subject Areas	Class Level	Code	Course	Credit
Foreign Languages	M.1	Chinese		
		CH 21210	Chinese for Entertainment	1.5
		CH 21211	Chinese Tales	1.5
		CH 21212	Speaking Chinese is Fun	1.5
		CH 21213	Chinese for Searching Information	1.5
		CH 21214	Chinese is Fun	1.5
		Japanese		
		JA 21210	Japanese for Entertainment	1.5
		JA 21210	Japanese Tales	1.5
		JA 21210	Speaking Japanese is Fun	1.5
		JA 21210	Japanese for Searching Information	1.5
		JA 21210	Japanese is Fun	1.5
		French		
		FR 21210	French for Entertainment	1.5
		FR 21211	French Tales	1.5
	FR 21212	Speaking French is Fun	1.5	
	FR 21213	French for Searching Information	1.5	
	FR 21214	French is Fun	1.5	
	M.2	Chinese		
		CH 22210	Chinese in Daily Life	1.5
		CH 22211	Chinese in Local Context	1.5
		CH 22212	Junior Chinese Guide	1.5
		CH 22213	Fun with Chinese	1.5
		CH 22214	Chinese for Communication	1.5
		Japanese		
		JA 22210	Japanese in Daily Life	1.5
JA 22211		Japanese in Local Context	1.5	
JA 22212		Junior Japanese Guide	1.5	
JA 22213		Fun with Japanese	1.5	
JA 22214	Japanese for Communication	1.5		

Subject Areas	Class Level	Code	Course	Credit
Foreign Languages	M.2	French		
		FR 22210	French in Daily Life	1.5
		FR 22211	French in Local Context	1.5
		FR 22212	Junior French Guide	1.5
		FR 22213	Fun with French	1.5
		FR 22214	French for Communication	1.5
	M.3	Chinese		
		CH 23210	Chinese Reading and writing	1.5
		CH 23211	Chinese from Media	1.5
		CH 23212	Chinese for Tourism	1.5
		CH 23213	Chinese for Technology	1.5
		CH 23214	Chinese from News	1.5
		Japanese		
		JA 23210	Japanese Reading and writing	1.5
		JA 23211	Japanese from Media	1.5
		JA 23212	Japanese for Tourism	1.5
		JA 23213	Japanese for Technology	1.5
		JA 23214	Japanese from News	1.5
		French		
		FR 23210	French Reading and writing	1.5
		FR 23211	French from Media	1.5
		FR 23212	French for Tourism	1.5
		FR 23213	French for Technology	1.5
		FR 23214	French from News	1.5

Subject Areas	Class Level	Code	Course	Credit
Fine Arts	M.1	Art		
		AR 21210	Thai Painting	1.5
		AR 21211	Application Thai Painting	1.5
		AR 21212	Paper Mache 1	1.5
		AR 21213	Paper Mache 2	1.5
		AR 21214	Basic Thai Musical 1	1.5
		AR 21215	Basic Thai Musical 2	1.5
		AR 21216	String Quartet	1.5
			Performance 1	
		AR 21217	String Quartet	1.5
			Performance 2	
		AR 21218	Instrument Performance	1.5
		AR 21219	Marching Band	1.5
			Performance	
		AR 21220	Thai Culture Heritage	1.5
		AR 21221	Amusing Thai Dance	1.5
		Thai		
		TH 21210	Amusing Thai Tales	1.5
		TH 21211	Language for	1.5
			Performance	
		TH 21212	Creative Writing	1.5
		TH 21213	Reading Thai Literature	1.5
		Social Studies		
		SO 21210	Nakhonpathom Study	1.5
		SO 21211	Thai Local Wisdom	1.5
		SO 21212	Local Start - up	1.5
		SO 21213	Introduction to Law 1	1.5
SO 21214	Dharma Excursion	1.5		
SO 21215	Buddhism is Fun	1.5		

Subject Areas	Class Level	Code	Course	Credit
Fine Arts	M.1	English		
		EN 21210	English for Entertainment	1.5
		EN 21211	English Tales	1.5
		EN 21212	Speaking English is Fun	1.5
		EN 21213	English for searching information	1.5
		EN 21214	English is Fun	1.5
		EN 21210	English for Entertainment	1.5
	M.2	Art		
		AR 22210	Sculpture 1	1.5
		AR 22211	Sculpture 2	1.5
		AR 22212	Folk Art Paint 1	1.5
		AR 22213	Folk Art Paint 2	1.5
		AR 22214	Introduction Thai Musical 1	1.5
		AR 22215	Introduction Thai Musical 2	1.5
		AR 22216	Popular Thai Performing Arts 1	1.5
		AR 22217	Popular Thai Performing Arts 2	1.5
		AR 22218	Woodwind Instruments Performance	1.5
		AR 22219	Brass Performance	1.5
		AR 22220	Native Art	1.5
		AR 22221	Northeastern Thai Dance	1.5
		Thai		
		TH 22210	Creative Language	1.5
		TH 22211	Literary for Fun	1.5
		TH 22212	Reading Thai Poem	1.5
	TH 22213	Introduction to Thai Grammar	1.5	

Subject Areas	Class Level	Code	Course	Credit
Fine Arts	M.2	Social Studies		
		SO 22210	Dharma around You	1.5
		SO 22211	Buddhism and Thai Society	1.5
		SO 22212	Introduction to Law2	1.5
		SO 22213	Southeast Asia	1.5
		SO 22214	Thai Folk	1.5
		SO 22215	Introduction to Economics 1	1.5
		SO 22216	ASEAN Study 1	1.5
		English		
		EN 22210	English in Daily Life	1.5
	EN 22211	English in Local Context	1.5	
	EN 22212	Junior English Guide	1.5	
	EN 21213	English is Fun	1.5	
	EN 21214	English for searching information	1.5	
	M.3	Art		
		AR 23210	Paper Arts 1	1.5
		AR 23211	Paper Arts 2	1.5
		AR 23212	Thai Graphic Arts	1.5
		AR 23213	Sticker	1.5
		AR 23214	Thai Musical	1.5
Performance 1				
AR 23215		Thai Musical	1.5	
		Performance 2		
AR 23216		Native Musical 1	1.5	
AR 23217	Native Musical 2	1.5		
AR 23218	String Band Performance	1.5		
	String Combo Band	1.5		
AR 23219	Performance			
AR 23220	Dramatic Works &	1.5		
	Dancing			
AR 23221	Dramatic Style	1.5		

Subject Areas	Class Level	Code	Course	Credit
Fine Arts	M.3	Thai		
		TH 23210	Language Skill Supplement	1.5
		TH 23211	Language for Communication	1.5
		TH 23212	Basic Speaking	1.5
		TH 23213	Reading and Book Criticism	1.5
		Social Studies		
		SO 23210	Thai Politics History	1.5
		SO 23211	Democracy of This Society	1.5
		SO 23212	Introduction to Law 3	1.5
		SO 23213	Buddhism and Social Solution	1.5
		SO 23214	Fundamentals of Thai Civilization	1.5
		SO 23215	Introduction to Economics 2	1.5
		SO 23216	ASEAN Study 2	1.5
		English		
		EN 23210	English Reading and Writing	1.5
		EN 23211	English from media	1.5
		Foreign Languages		
		EN 23212	English for Tourism	1.5
		EN 23213	English from Technology	1.5
		EN 23214	English from News	1.5
Occupation and Recreation	M.1	Occupation and Technology		
		OC 21210	Flower Pot Planting	1.5
		OC 21211	Ornamental Pot Planting	1.5
		OC 21212	Integrated Farm	1.5
		OC 21213	Agricultural Approach	1.5
		OC 21214	Creative Craft	1.5
		OC 21215	Beverage	1.5
		OC 21216	Flour Pastry	1.5

Subject Areas	Class Level	Code	Course	Credit		
Occupation and Recreation		OC 21217	Local Desserts	1.5		
		OC 21218	Introduction to Robotic	1.5		
		OC 21219	Basic Programming	1.5		
		OC 21220	Office Program Usage	1.5		
		OC 21221	Program Application Usage	1.5		
		OC 21222	Basic Drawing	1.5		
		OC 21223	Sheet Metal and Forming	1.5		
		OC 21224	Bicycle Repair	1.5		
		OC 21225	Paper Products Design	1.5		
		M.1	Health and Physical Education			
			HP 21210	Basic Badminton	1.5	
			HP 21211	Basic Football	1.5	
			HP 21212	Basic Futsal	1.5	
			HP 21213	Basic Takraw	1.5	
	HP 21214		Basic Movement	1.5		
	HP 21215		Basic Volleyball	1.5		
	HP 21216		Basic Handball	1.5		
	HP 21217		Basic Petanque	1.5		
	HP 21218		Basic Softball	1.5		
	HP 21219		Basic Basketball	1.5		
	HP 21220		Basic Track Athletics	1.5		
	HP 21221		Basic Field Athletics	1.5		
	HP 21222	Basic Table Tennis	1.5			
	HP 21223	Basic Hockey	1.5			
	HP 21224	Basic Swimming	1.5			
	HP 21225	Basic Basketball	1.5			
	HP 21226	Chess	1.5			

Subject Areas	Class Level	Code	Course	Credit
Occupation and Recreation	M.2	Occupation and Technology		
		OC 22210	Bio Fertilizer	1.5
		OC 22211	Fermentation Fertilizer	1.5
		OC 22212	Anima Farming Community	1.5
		OC 22213	Tree Planting in Community	1.5
		OC 22214	Spicy Salad	1.5
		OC 22215	Thai Dessert	1.5
		OC 22216	Cross - stitch	1.5
		OC 22217	Single Dish	1.5
		OC 22218	Robot Control Programming	1.5
		OC 22219	Computer Game Creation	1.5
		OC 22220	Multimedia Creation	1.5
		OC 22221	Multimedia Design and Development	1.5
		OC 22222	Wood Work Invention	1.5
		OC 22223	Package Design	1.5
		OC 22224	Plaster Maker	1.5
		OC 22225	Souvenir Craft	1.5
		Health and Physical Education		
		HP 22210	Badminton for Fun	1.5
		HP 22211	Football for Fun	1.5
		HP 22212	Futsal for Fun	1.5
		HP 22213	Takraw for Fun	1.5
		HP 22214	Applied Movement	1.5
		HP 22215	Volleyball for Fun	1.5
		HP 22216	Handball for Competition	1.5
		HP 22217	Petanque for Fun	1.5
		HP 22218	Solfball for Fun	1.5
HP 22219	Baseball for Fun	1.5		

Subject Areas	Class Level	Code	Course	Credit	
Occupation and Recreation	M.2	HP 22220	Track Athletics for Fun	1.5	
		HP 22221	Field Athletics for Fun	1.5	
		HP 22222	Table Tennis for Fun	1.5	
		HP 22223	Bicycle for Health	1.5	
		HP 22224	Weight Training	1.5	
		HP 22225	Indoors Hockey	1.5	
		HP 22226	Tennis	1.5	
		HP 22227	Swimming for Competition	1.5	
	HP 22228	International chess	1.5		
	M.3	Occupation and Technology			
		OC 23210	Garden and Home Arrangement	1.5	
		OC 23211	Aquarium Arrangement	1.5	
		OC 23212	Agro-Tourism	1.5	
		OC 23213	Aesthetic Agriculture	1.5	
		OC 23214	Snack Preparation	1.5	
		OC 23215	Teen Food	1.5	
		OC 23216	Thai Food	1.5	
		OC 23217	Native Food	1.5	
		OC 23218	Robot Project	1.5	
		OC 23219	Computer System	1.5	
OC 23220		2D Animation Design and Production	1.5		
OC 23221	Applied Animation and Computer Graphic	1.5			
OC 23222	Introduction to Electronics	1.5			
OC 23223	Junior Mini Mechanics	1.5			
OC 23224	Artificial Stone Inventor	1.5			
OC 23225	Furniture Carpentry	1.5			

Subject Areas	Class Level	Code	Course	Credit
Occupation and Recreation	M.3	Health and Physical Education		
		HP 23210	Badminton for Health	1.5
		HP 23211	Football for Health	1.5
		HP 23212	Futsal for Health	1.5
		HP 23213	Takraw for Health	1.5
		HP 23214	Lifestyle Movement	1.5
		HP 23215	Volleyball for Health	1.5
		HP 23216	Handball For excellence	1.5
		HP 23217	Petanque for Health	1.5
		HP 23218	Softball for Health	1.5
		HP 23219	Baseball for Health	1.5
		HP 23220	Track Athletics for Health	1.5
		HP 23221	Field Athletics for Health	1.5
		HP 23222	Table Tennis for Health	1.5
		HP 23223	Bike rally	1.5
		HP 23224	Yoga	1.5
		Health and Physical Education		
		HP 23225	Tennis for Competition	1.5
		HP 23226	Hockey for Competition	1.5
		HP 23227	Thai Boxing	1.5
		HP 23227	Basketball for Competition	1.5

Criteria for Learning Assessment

Criteria for Learning Assessment

Secondary Education Level

1. Judging Learning Outcomes

Judging the learning outcomes in secondary education level, lower and upper secondary education level, has the assessment criteria to judge learners' learning outcomes based on the Basic Education Core Curriculum 2008 (B.E.2551) as follows.

1) Teachers will judge the learning outcomes of all courses. Learners must have an attendance record not less than 80% of the total learning time required for the respective courses for each semester.

2) Learners must be assessed on all indicators and have the assessment outcomes in pass level not less than 60% of all indicators.

3) Learners must be judged 'Pass' on the learning outcomes of all basic courses of the minimum criteria (since 1.0 up).

4) Learners must be judged on the learning outcomes of additional courses.

5) The average level of learning outcomes in the academic year is not lower than 1.00.

6) Learners must pass the criteria of assessment on reading, analytical thinking and writing.

7) Learners must pass the criteria of assessment on desired characteristics. and

8) Learners must pass the criteria of assessment on every learner development activities.

2. Grading Learning Outcomes

⊙ **Judging the learning outcomes of each course in all subject areas, the use of numerical system is prescribed in 8 levels to show the learning outcomes.**

Judging the learning outcomes in basic education level are pass or fail system by prescribing the criteria to judge pass by each subjects at 50 % and then, grade the level of learning outcomes that pass. For lower secondary education level and upper, the numerical system 8 levels is used to show the learning outcomes as shown in the following table.

Comparison between using the numerical system with the meaning and percent systems

The Learning Outcomes Level	Meanings	Percent System
4	Excellent	80 – 100
3.5	Very Good	75 – 79
3	Good	70 – 74
2.5	Moderately Good	65 – 69
2	Average	60 – 64
1.5	Fair	55 – 59
1	Pass Minimum Criteria	50 – 54
0	Lower Than Minimum Criteria	0 – 49

In case of not being able to provide the learning outcomes as to the numerical system 8 levels, use the alphabet to indicate the condition of learning outcomes as follows:

- “le”** means learners are not eligible to attend the final exam because they don't have the attendance record to 80% of the learning time of each course and are not permitted to attend the final exam.
- “l”** means learners are waiting for judging and didn't judge because the learning outcomes of that subjects aren't complete like; not attend the midterm exam and final exam, not do the task assigned which was a part of the judging learning outcomes or having force majeure that the learning outcomes cannot be evaluated.

⊙ **Assessment in the reading, analytical thinking and writing, and desired characteristics, outcomes are graded as: Pass and Fail. In case of pass, the assessment outcomes are graded as: Excellent, Good and Pass.**

1. In summarizing the assessment outcomes of reading, analytical thinking and writing to move to a higher level and to graduate prescribes the criteria of judging into 4 levels with the following meanings:

Excellent means having the works indicating the abilities of reading, analytical thinking and writing with regularly excellent quality.

Good means having the works indicating the abilities of reading, analytical thinking and writing with recognized quality.

Pass means having the works indicating the abilities of reading, analytical thinking and writing with recognized quality but still having some deficiencies.

Fail means no having the works indicating the abilities of reading, analytical thinking and writing or having the works with many deficiencies which have to be improved in many respects.

2. In summarizing the assessment outcomes of every desired characteristics to move to a higher level and to graduate prescribes the criteria of judging into 4 levels with the following meanings:

Excellent means learners follow to the desired characteristics habitually and apply in daily life for their own and social benefits by considering the assessment outcomes in excellent level and don't have any desired characteristics assessed lower than good level.

Good means learners have the desired characteristics to follow the regulations so as to be accepted of society.

Pass means learners accept and follow the regulations and conditions prescribed by the educational institution.

Fail means learners accept and follow not all of the regulations and conditions prescribed by the educational institution by considering the assessment outcomes in fail level since 1 characteristic.

⊙ **Assessment in the learner development activities is considered from the time activities attendance, the activities practice and the works of learners according to the criteria prescribed by the educational institution and the assessment outcomes are graded as: Pass and Fail.**

- 1) Counseling Activities
- 2) Student Activities includes :
 - ◆ Boy Scout organization, Girl Guides, Social Service and Territorial Defense (Learners must choose any one.)
 - ◆ Activities of various clubs (Learners must choose one)

3) Activities for Social and Public Interest

Alphabets are used to show the assessment outcomes as follows:

“P” means learners have the time of participating the learner development activities, practice the activities and have the works as to the criteria prescribed by the educational institution.

“F” means learners have the time of participating the learner development activities, practice the activities but don't have any works as to the criteria prescribed by the educational institution.

“I” means learners have the time of participating the learner development activities, practice the activities but don't meet the criteria prescribed by the educational institution.

In case of **“F”** and **“I”** the educational institution must provide remedial to learners to do the activity that they didn't participate or didn't do completely and change **“F”** to **“P”** by finishing proceeding within the semester except having force majeure; be the discretion of the educational institution to consider and extend one more semester but have to finish proceeding within the academic year.

3. Transition to Higher Level

The learning outcomes in secondary education level are judged in several ways; course passing specified to be semester, transition to higher level specified to be the academic year, and level graduation specified to be lower secondary education level and upper. Principles and criteria of learning assessment for judging learners' learning outcomes based on Basic Education Core Curriculum 2008 (B.E. 2551) are as follows:

- 1) Teachers will judge the learning outcomes of all courses. Learners must have an attendance record of not less than 80% of the total learning time required for the respective courses for each semester;
- 2) Learners must be assessed on all indicators and have the assessment outcomes in pass level not less than 60% of all indicators;
- 3) Learners must be judged 'Pass' on the learning outcomes of all basic courses since the minimum criteria (1.0 up);

- 4) Learners must be judged on the learning outcomes of additional courses;
- 5) The average level of learning outcomes in the academic year is not lower than 1.00;
- 6) Learners must pass the criteria of assessment on reading, analytical thinking and writing;
- 7) Learners must pass the criteria of assessment on desired characteristics; and
- 8) Learners must pass the criteria of assessment on every learner development activities.

For the course which the learners didn't pass, the educational institution can provide them to get remedial in the next semester

4. Graduation Criteria for Lower Secondary Education Level

- 1) Learners attain not more than 81 credits for basic and additional courses, with a distribution of 66 credits for basic courses and a number of credits for additional courses as prescribed by the respective educational institution;
- 2) Learners attain not less than 77 credits for the entire curriculum with a distribution of 66 credits for basic courses and not less than 11 credits for additional courses;
- 3) Learners' assessment outcomes regarding reading and analytical thinking and writing must meet the criteria prescribed by the respective educational institutions;
- 4) Learners' assessment outcomes regarding desired characteristics must meet the criteria prescribed by the respective educational institutions; and
- 5) Learners participate in learner development activities and the assessment outcomes of their participation must meet the criteria prescribed by the respective educational institutions.
- 6) Learners must be judged 'Pass' on the learning outcomes of all English subjects since the minimum criteria (2.0 up).
- 7) Learners need to learn foreign languages as a second language, at least 1 course, and get the judging learning outcomes since the minimum criteria (1.0 up).

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KUSK

English Program (EP)

Kasetsart University Laboratory School Kamphaeng Saen Campus
Educational Research and Development Center

1 Moo 6 Tambon Kamphaeng Saen, Amphoe Kamphaeng Saen, Nakhon Pathom 73140, Thailand

Telephone: **034-351396**

Fax: **034-351909**